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ABSTRACT

This booklet provides an assortment of materials relating to a cognitive approach to community-based multicultural education. In a brief discussion, the first article presents a preliminary formulation of some views about multicultural education. The text includes a list of basic skills and thinking processes which may be taught and learned through a multicultural approach to curriculum, along with a list of stories for reading aloud that reveal different cultural perspectives. A second brief article discusses ways to restore the connection between reading and writing and students' daily lives. A list of readings and other related materials is appended. (RH)

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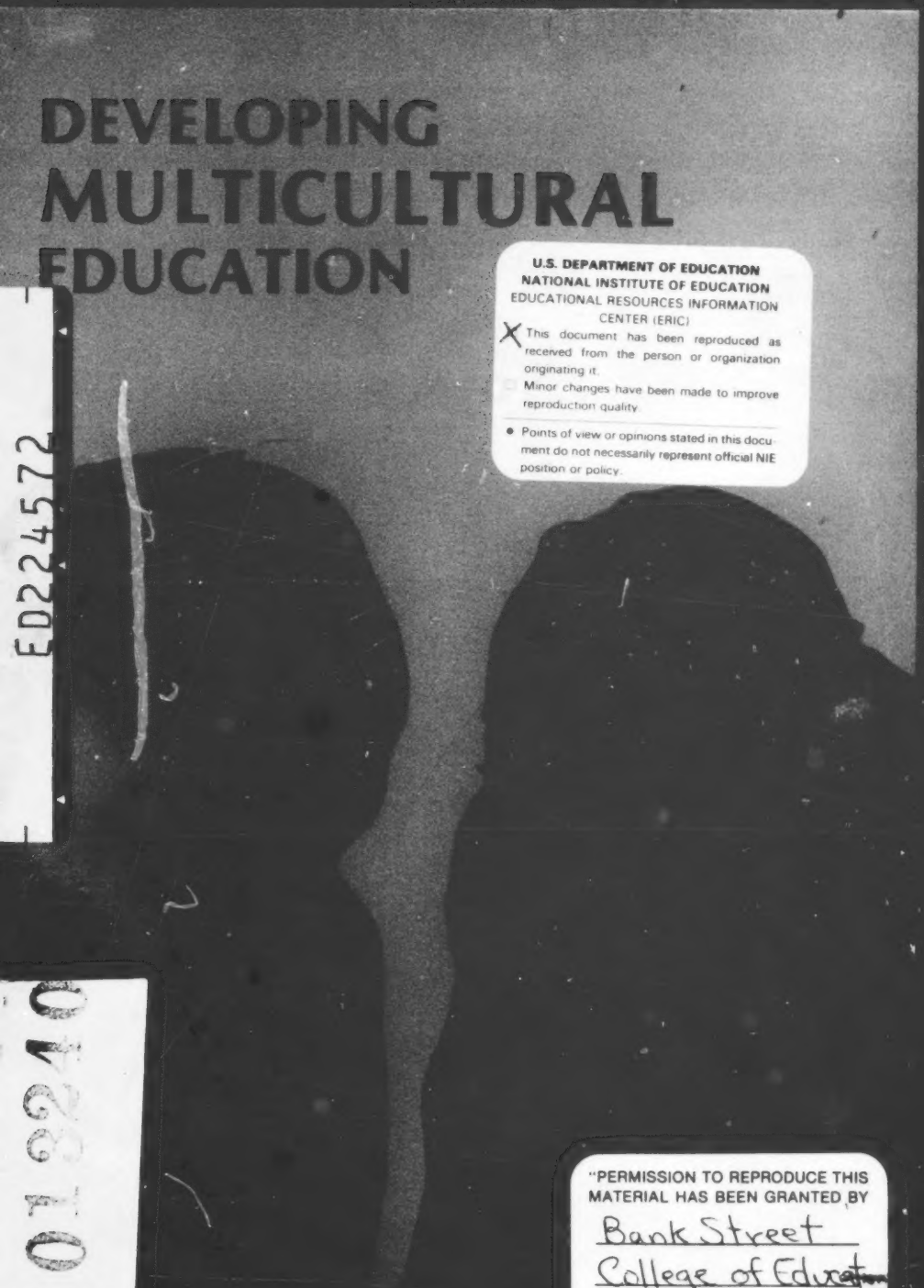
DEVELOPING MULTICULTURAL EDUCATION



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INTRODUCTION

by

Dr. Gwendolyn C. Baker
Vice President,
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Historically, Bank Street College of Education has been involved in creating a graduate teacher education program that prepares teachers to function effectively in diverse settings and to work with diverse populations. The Multicultural thrust of the Teacher Corps Project at Bank Street is consistent with the philosophy of the College and supports the current efforts of the institution. The College is committed to refining its present scope so as to more appropriately meet the educational needs of a culturally diverse city and world. The work of the Teacher Corps Project has and will continue to be an important aspect of Bank Street's dedication to making education multicultural.

This beginning is an important first phase of the College's plan to develop a more extensive and integrative approach to multicultural education.

A COGNITIVE APPROACH TO COMMUNITY-BASED MULTICULTURAL EDUCATION

DEVELOPING MULTICULTURAL EDUCATION	Dorothy Carter Wilbur Rippy
OF BASIC SKILLS AND JIGSAW PUZZLES	Amy Lawrence
APPENDIX A—The Community as Classroom	Elaine Wickens
APPENDIX B—A History of Chelsea	Deanna Keller
APPENDIX C—Readings on Cross-Cultural Perspectives	Claudia Lewis

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DEVELOPING MULTICULTURAL EDUCATION

by

Dorothy Carter, Ed.D

Wilbur Rippy, M.S.E.

ACKNOWLEDGEMENTS

This beginning of an approach to Multicultural education has been greatly enhanced by the cooperation of Manhattan School District 2, Superintendent Charles Wilson; specifically P.S. 11, Angelo Casillo Principal, J.H.S. 17, George Miller, Principal, the Parent Community Council, Hannah Shear Chairperson, and by our Teacher Leaders, represented by Rhoda Cohen, Millie Tennenbaum and Edith Sydney.

Deanna Keller, Teacher Corps' Intern deserves much credit for her well-planned curriculum on A History of the Chelsea Community.

DEVELOPING MULTICULTURAL EDUCATION

This paper presents some views about multicultural education formulated and enacted by Bank Street College/Manhattan School District Teacher Corps Project Staff.

We expect to refine and implement this beginning by creating a design based on age-stage and grade appropriateness for multicultural groups of children. The proposed design will include a pedagogical rationale amplifying the teaching-learning process, recommendations for administrative and organizational supports, a list of resources, including books for adults and children, and some detailed lesson units.

Audio visual materials in the form of 35 mm slides and audio cassettes will be developed. These materials will depict some aspects of the teacher/child exploration of multicultural aspects of their community, revealing their respective thoughts and feelings about what they are experiencing.

RATIONALE

The realities of life in the U.S. encompass the struggles, the tragedies, triumphs and contributions of many peoples — groups that are diverse in racial, ethnic, class and language characteristics. These pluralistic characteristics have added vitality and progress as well as clashes and ignominy to our country's history. Multicultural education should be rooted in the heart of school curriculum for all children in our society.

As our lives become ever more internationally connected, it will become increasingly important to have an understanding of how the world's diverse nations and peoples are inextricably linked to the geo-political forces arising from their land and water resources. And what better way to prepare children for life on a small, finite planet than through multicultural curricula. Almost every part of our current society is a rich storehouse of untapped knowledge, experiences, and resources.

Few children or adults have the opportunity, or the audacity, or even the interest to share experiences with members who belong to other cultures and classes. Such encounters when they do occur, all too often produce awkward and misleading or mis-read communication cues, resulting in unnecessary mislabeling and misunderstanding.

Alex Haley says that the significant impact of his odyssey and chronicle *Roots* was its confirmation of his need to know that he belonged to a family, a group, a place, a time, a set of circumstances that were distinct and special and the universality of this need in other individuals and groups.

GOAL

Our goal of multicultural education can be simply stated as helping *all* students to:

- learn the facts of who they are and who others are
- acquire a sense of past and present history
- examine what promise there is for each group to share in shaping a future society
- determine how that society can be one of mutual respect, based on understanding.

These goals are being carried out in two schools of the Bank Street College/Manhattan School District, New York City. The students have been studying:

- the racial and ethnic groups represented in the communities of our participating schools
- the root cultures and lands from which these particular groups derived prior to the United States experience or before the settlement of the United States
- the relations of these groups to the larger society
- the past, present, and possible future contributions of these groups to the United States' culture.

ORGANIZING THEMES

To examine is the first step in getting to know. And in examining some of the relationships between various racial and ethnic groups, we locate the potential for obtaining substantive information from first-hand sources as well as vicarious ones. Several organizing ideas direct this approach to multicultural education.

- Wherever people live, they are affected by the geographic, political and economic conditions of the particular region.
- When people migrate or immigrate from place to place, they carry with them distinctive forms of language, lore, legends, music, dance, ways of producing goods and services, aesthetics, ways of earning a living, food, clothing preferences, and customs, their beliefs and values which give them their sense of group and individual identity, their sense of belonging.
- Multi-ethnic views and dominant society perspectives are not necessarily contradictory, but rather should be pursued concomitantly to enhance all students' chances for full participation in the economic, political and cultural life of the dominant society.

- Practically, the basic skills and creative ways of problem solving and thinking may be acquired and utilized in a multiethnic approach to curriculum as successfully as may be acquired in a single-ethnic approach to curriculum.

FOSTERING THINKING AND SKILLS THROUGH MULTICULTURAL EDUCATION

The following set of basic skills and thinking processes which may be taught and learned through a multicultural approach to curriculum have been identified. From the list one clearly sees the strong relationship to social studies and literature.

THINKING PROCESSES	SKILLS
(1) Formulating questions Reading and listening Ascribing meaning to experiences Using and inventing symbols which represent one's meanings Producing and sharing through varied media	Reporting Note-taking
(2) Observing and understanding relationships: Likenesses and differences in time, place and cause and effect	Talking and writing comprehensibly
(3) Discovering the regularities, the "rules" or the constants in people, things, materials, and events	Measuring and computing Reading and listening
(4) Collecting, recording, and organizing data	Interviewing
(5) Drawing tentative conclusions and hypotheses	Discussing Calendar making Time-line making Map making

ENGAGING CHILDREN IN MULTICULTURAL STUDIES

Learning comes alive when children actively participate in the development of a course of study. Building on classroom curriculum they can:

- search for primary data
- interview members of their community
- observe activities, customs, festivals of nearby ethnic groups
- research their own environment
- research secondary sources such as libraries, museums, etc.

The curriculum content is enlivened, intellectual abilities are enhanced, and basic learning skills are honed through practical application. By actively participating in the creation of studies based on the ethnic makeup of their own communities, children gain a positive sense of their own abilities to capture and know the past, the present, and to plan for the future.

STUDYING A CULTURE

Applying the preceding processes and skills students may investigate, study about any of the following activities, events and relationships in which all cultural groups are engaged irrespective of class, region, ethnicity or race:

1. Forming familial and social relationships
2. Securing shelter, food and clothing
3. Recreating — playing, story telling, myth-making
4. Satisfying aesthetic needs by expressive media: music, dance, visual arts, sculpture and handicrafts

5. Building sacred edifices and worshipping (a study of religious temples is fascinating)

6. Perpetuating cultural heritage, either by formal education or informal or both

7. Organizing for political and economic survival

8. Providing health care and protection services (home remedies to professional care)

9. Developing and nurturing leaders (see the autobiography of Miss Jane Pittman by E. J. Gaines)

CLASSROOM APPLICATION

For the elementary programs, items 3 and 4 are appropriate subjects for the stages of younger children.

As a part of a general study of a particular culture undertaken by each class in the Bank Street/Manhattan District Schools, ethnic toys or folk toys and folk literature became practical and vicarious materials used in the classrooms. Toys were actually constructed in the classrooms. While the children worked on the toys, the program coordinator explained and demonstrated the scientific principles which pertained to balance, the fulcrum, inertia, pressure, etc.

Folk tales were read and compared for common motifs and structural features; for example, the prevailing cumulative tales and the tales of fools and simpletons that seem to run through the literature of most cultures. Tales that show the sharply defined boundaries between good and evil, of wit vs. might, were read and compared. Such themes appear in the folk stories of all groups, exemplifying what anthropologists call the "psychic unity" of mankind.

LITERARY RESOURCES

Fine writers and artists of each cultural group tell their separate stories about the human condition. Their stories and depictions are easily integrated into multicultural curriculum.

The following stories, a few of the many available, reveal different cultural perspectives. They are highly recommended because of their great appeal to children, youths and adults:

THE STORY ABOUT PING	—	M. Flack
TRAIN RIDE	—	J. Steptoe
A DAY OF PLEASURE	—	I.B. Singer
CROW BOY	—	T. Yashimo
AND NOW MIGUEL	—	J. Krumgold
ONION JOHN	—	J. Krumgold
JULIE OF THE WOLVES	—	J.C. George
QUEENIE PEEVY	—	R. Burch
HARRIET THE SPY	—	L. Fitzhugh
M.C. HIGGINS THE GREAT	—	V. Hamilton
BURNISH ME BRIGHT	—	J. Cunningham

The above stories are particularly suitable for reading aloud, followed by discussion and creative dramatics.

Reading aloud is a powerful way of presenting children the sound and the rhythm as well as the structural qualities which convey cultural nuances. Discussions with children help them to air their own views, come to terms with perspectives of others, and ultimately, to become less self-centered.

Creative dramatics provides still another opportunity for students to become deeply involved with other roles, other times and places and other feelings.

STUDYING THE COMMUNITY: SOURCES

The Clinton & Chelsea Communities

The communities in which the Bank Street/Manhattan School District schools are located are teeming with evidence of multiculturalism. From an historical perspective it can be seen in the architectural features of the buildings. From a contemporary perspective it is reflected by the restaurants, food shops, markets, clothing shops. And from a human perspective there are diverse peoples — Hispanic, Black, white ethnic groups, Greek, Italians, and Asians. The storekeepers, tailors and cobblers, fishermen, horticulturalists and bakers proved to be willing to answer children's questions about their present work and heritage.

Through the Museums' Collaborative, the New York City Museums are actively involved in making their resources available to schools. Bank Street College is significantly involved. Settlement houses such as Hudson Guild in Chelsea and Hartley House in the Clinton section of N.Y.C. (West 46th Street) are rich repositories of past and contemporary information for children to investigate.

ACCOMPLISHING MULTICULTURAL EDUCATION

Bank Street College's teaching and learning theories stem from those formulated by social-developmental-interactionist theorists such as J. Dewey, G. Mead, J. Piaget and socio-linguists such as M.A.K. Halliday and D. Hymes.

These theorists strongly suggest a logical connection with the following basic steps to multicultural education:

- Provide opportunities wherever feasible for associating and interacting with members from other cultures. Cultural perspectives may be broadened.
- Wherever possible, recruit and select staff and student population with multicultural goals in view.
- Foster contact between the generations of young and older persons.

Multicultural education has the potential for helping students develop an enduring sense of curiosity and respect. From this grows a sense of astonishment about the universal human qualities as well as the unique qualities that distinguish various people.

POSTSCRIPT

Students and scholars from around the world visit Bank Street College and our students and faculty visit other countries to study and share curricular approaches that are likely to achieve mutual understanding and respect for cultures different from their own.

The director of Teacher Corps, which sponsors the Bank Street/ Manhattan School District Multicultural Project, attended a conference at Bellagio, Italy with educators from more than twenty countries, including Western Europe and Africa. The conference was an effort by a group of international educators to identify curricular approaches and content themes related to cross cultural enlightenment.

OF BASIC SKILLS AND JIGSAW PUZZLES

by Amy Lawrence

Special Educator, Bank Street College

An alarm has gone up in the last five years at the realization that our children are not learning to read as well as they must in order to function in contemporary society. Their mathematical skills appear to be deficient; their understanding of scientific realities sketchy or nonexistent; their knowledge of history minimal; and lately, it has been observed that even their reasoning ability is sadly unsatisfactory. All this has fostered a sense of urgency to impart basic skills — frequently at the expense of a more enriched curriculum.

Many children have lost the connection between basic skills and their daily living. They do not see how word attack skills can unlock sources of delight and enrichment of their lives. Restoring this connection, making learning to read and write serve nonreaders' need to know about their experiencing realities, gives status to basic skills for all children.

THE ACTIVE MODE OF LEARNING

What is sometimes overlooked by the proponents of "back to basics" is the fact that children are not so many cookies to be stamped with a sign which will signal what they are made of! There are strong theoretical grounds for believing that "the natural way of learning is the active way." Piaget has demonstrated that concepts are built on the physical activity characteristics of the young child. White, Bruner, Biber and a host of other psychologists and educators have examined and described a developmental picture which clearly links higher level cognitive, conceptual and communicative abilities with the desire and opportunity to act on the world: to explore it, observe it, organize one's experience of it. Bruner's phrase for the earliest kind of mother-infant communication is "joint action" — the interplay, for example, of a peek-a-boo game. Although the active mode incorporates in time symbolic structures that hold images in the mind; i.e., generalizations and abstractions, children need to continue to enjoy sensory experiences, to participate in the world, to extend themselves imaginatively into other lives, other places.

MEMORY AND MEANING

Memory experiments have demonstrated that people remember best when they are able to fit what must be retained into a conceptual framework; they need to make sense of the information they are given. Much of what we try to teach children makes little sense to them. They learn it to please us, or their parents, or because they are afraid NOT to learn it. The more we can connect what they need to learn to what is meaningful to them, the more success we will have in the effort to help them master skills, retain information and gradually extend their comprehension of visible and invisible reality.

BASIC SKILLS AND FIRST-HAND EXPERIENCES

The acquisition of basic skills can assume a greater significance in a child's life if they help to connect him to the world, widen the realm of his experience, give him the opportunity to communicate (in a kind of "joint action") with meaningful persons in his world. A class excursion, for example, may serve a number of ends; it may

be used to integrate skills, develop conceptual and communicative abilities, encourage "relationship" thinking and nurture historical imagination.

If the teacher truly understands the complex curriculum an excursion may be used to trigger or exemplify, she will not regard it as simply an opportunity to get out of the classroom — to move around and find relief from rote learning. She will know how to use it as a springboard into the past or the present or the future; as a means of extending what the children already know, or introducing them to knowledge, or to connecting them to the world around them and of reinforcing skills which must be developed.

THE READING CONTEXT

Children need to know that the whole conceptual framework in which information or ideas are imbedded affects meaning. With slides and audio cassettes, Bank Street has documented some of the ways we have worked with teachers, children and parents in P.S. 11 in Manhattan. We were interested in using the community as a curriculum resource and integrating what could be learned through exploration of the community into classroom study on a number of different levels. When we teach children to read, we encourage them to respond to the whole sentence — its meaning — before they expend their energies on a struggle with a difficult word. Perhaps they will be able to decode the unknown word through context clues. Books which only attempt to teach children to read through meaningless repetition obviate the possibility of using meaning as a reading clue. When a teacher builds a curriculum around a piece of reality which children can see or touch, she offers them a kind of conceptual touchstone. If they visit the fish market and discover that verbal, mathematical and imaginative skills can serve to commemorate and communicate their experience, they will have discovered in themselves a power which can carry them through a good deal of classroom exercise.

We all know how much easier it is to complete a jigsaw puzzle after we have seen the whole picture! If we are given the pieces without the picture, we may be inclined to give up before we are halfway through.

Appendix A

COMMUNITY AS A CLASSROOM

Study of Chelsea Community in District 2, New York City

35mm, sound, color, 20 minute slide carousel

Photographed/written by Elaine Wickens

Teacher Corps faculty from Bank Street College work collaboratively with P.S. 11 and J.H.S. 17 to develop a study in which children explore their own community. The children in this school district come from diverse ethnic and economic backgrounds and live in a neighborhood that is rich in opportunities for exploring the multicultural aspects of the community.

This slide presentation shows the joint planning between the local schools and Bank Street College; the exploration of the neighborhood by the children themselves; and the classroom follow-up where they utilize basic skills to write, make maps, read and do research about the community. While the slide presentation shares the highlights of this project, it is not a recipe of sequential development, to be followed step by step. Rather, it is intended to help viewers (teachers, parents, administrators and teacher educators) gain insights, direction and inspiration for adapting the ideas in the presentation to their own settings.

In this Chelsea Community setting, the children acquire firsthand experience by studying the foods, the stores, the architecture and plant life of their neighborhood. They interview the local workers and gain some insight into social and economic problems. They also learn some practical things such as what to do in the event of a fire in a housing development, and how to find scrounge materials for their classroom projects.

All of this first-hand experience is used back in the classroom for developing the skills of reading, writing, mapping, making books and discussing issues. Parents are also shown studying some of the same aspects of the community as the children.

If you would like to rent this presentation, please contact:

Dorothy Carter
Bank Street College
610 West 112th Street
New York, New York 10025

Appendix B

A HISTORY OF CHELSEA

By Deanna Keller, Teacher Corps Intern

In *Young Geographers,* Lucy Sprague Mitchell states that 7 and 8 year olds are "Beginning to leave the 'here and now.' Distant and long ago still has to be closely connected with the here and now." The 8 and 9 year olds in my class are considered "slow" and would probably be in this stage. In this stage, "symbols of general ideas begin." They are "still closely tied up with direct images. Books. Source material written in map form."

I began by finding out what children knew about Chelsea now — their homes, their blocks, their favorite places, etc. We studied the history of their families through interviews with their parents and grandparents, where possible. We learned about each child's history, and how much of that history is subjective.

We then discovered what Chelsea was like in the "olden times" through interviews with people who have lived in the neighborhood a long time and who came from ethnic backgrounds that are different than the children's. We studied photographs of old Chelsea, visited historical landmarks and read quotes or summaries of information about old Chelsea that I had compiled. We went to the Muhlenburg Library which has many old articles on Chelsea, but I felt that this frustrated the children as they had trouble reading.

Chelsea history is a good topic because it directly connects with the lives of the children and widens their perspectives about themselves, their families and their neighborhood. It helped to give these third grade Spanish children a chance to see their community and interact with it in a new way.

These are the concepts that I expected the children to begin to acquire.

1. Chronology

2. Change is continually taking place: people change, neighborhoods change. (There is much that was here before that no longer exists; there are some things that are still part of the neighborhood, but have changed with the neighborhood.)

3. Change is not necessarily progress.

4. In spite of change, people during all times have to spend time dealing with the fundamental problems of securing food, clothing shelter, etc.

5. History is made of the affairs of living people. We are living through a history making period. We have our own history.

6. History is a way of looking at people and events in time; it is a method of inquiry. There are many answers — not only one.

7. Different groups of people came to the neighborhood from different countries and for different reasons.

History is not only dates or specific facts, but a comparison of long ago and today. How did people do things then? How do they do them now? Children would begin to see that despite differences in people's nationalities and environments, we all deal with basically similar problems.

Hopefully, the unit will help them to see their community differently and develop a feeling of responsibility toward their community. They might develop a desire to preserve what is good here and to make improvements.

An underlying goal would be to begin to move the class away from being teacher centered. I emphasized discussion and skills in listening to each other, rather than to me alone. We had meetings in a circle so students could face each other rather than teacher only. Skills emphasized are: observing, recording, comparing, inferring, describing and graphing.

LESSON ON CHILDREN'S OWN HISTORY

I introduced this lesson when I realized that they had no real concept of time. I felt that relating time to their own lives would make things more clear.

The goal of the lesson was to help children develop a concept of *time and change.*

I introduced my time line at a class meeting. After letting them look at it closely, I asked them what they could learn about me from it. Then, I explained the reasons I had put different pictures and symbols on it. I showed how I had put some facts about myself; when I was a baby I lived with my mother, my father and my grandfather. I also expressed feelings on my card using color. I explained this to them.

Materials had been assembled before class. They were put on a table in the Chelsea corner. Materials were — index cards, tape, scissors, construction and other kinds of paper, magazine pictures, magic markers, dried flowers, material and lace remnants, material that looks like hair paste.

After talking about my time line and what a time line is, I explained that they would begin theirs at age 8 or 9 because it is easier to remember what is happening now. They made suggestions which I charted. Suggestions were varied and included what they did and did not like, who their friends are, who their family is, who

lives with them, do they have any pets, birthdays, hobbies. We also talked about how we could find out about earlier ages: memories, photographs, parents and grandparents and help from each other.

The activity could be done individually or in small groups with children making suggestions to each other. It can be done on different levels — a person can put down concrete experiences or even photographs or one could symbolize feelings or events. The end product is uniform, but leaves room for diversity and individual style. After people finish first card, materials are put away and meeting re-convenes to discuss what was done and to share ideas and experiences.

I showed children the graph paper with large boxes that I prepared and had them mark in what they have completed. This was then hung in the Chelsea corner. Children were given an assignment to find out for tomorrow what they were like at another age.

Many children brought in photographs of themselves at different ages and used these to complete the time lines. Others worked on the year before and tried to remember things about their lives. They sometimes helped each other but really are not used to working together and had to be carefully supervised. They enjoyed filling in the graph forms as they completed the activity, and this was an added incentive. I found it difficult to help them remember each year.

I sometimes saw them looking at each other's time lines and discussing them; then, they added or changed their own. This is an ongoing activity and although I am not in the classroom all of the time, the activity went very well. They responded to the type of questions that had to be asked to obtain information. They enjoyed using the materials although many of the children in this class have failed so many times that they are afraid to use them. They need a lot of support. Proof that the activity worked in some measure is statements made by the children automatically comparing their *birthdays* and their *life spans* to other dates that are used in the classroom. They *added* time, they *subtracted* time and they tried to form their own concepts.

LESSON ON SAINT PETER'S CHURCH AND BEGINNING OF CHELSEA COLLAGE

After visiting Saint Peter's Church which is an historic monument right on the school block, we decided to build it. Much of the preparation was done by teacher before class.

Steps in Building of Church

1. We spent one afternoon drawing Church and trying to be very specific in our use of detail because we were going to build it.

2. Teacher hung all drawings on the bulletin board. I also hung some photographs. We talked about what parts of the Church we needed to build, and different children volunteered to build different sections.

3. I prepared for the next lesson by bringing in appropriately shaped cartons, and detailed step-by-step instructions for each activity. We read each card and explained it before beginning any activity. Examples of some of the instruction cards which were written on construction paper with bright magic marker: (Included in instruction were proper sizes in proportion to the whole building, with samples.)

Instructions for The Shuttered Windows

There are also windows with wooden shutters. Some look very old.

1. Draw a window on cardboard.

2. Try to make one that opens and closes.

3. Cut it out.

4. Paint it.

Instructions for The Stained Glass Windows:

I made a window in steps to show how it was done. This was pasted on the chart.

1. The shapes re-cut out on black paper.

2. Trace this window. Cut around the outside. Cut out some interesting shapes on the paper.

3. Cut out a piece of the colored paper (cellophane) to fit in space.

4. Paste in different colors.

Instructions for The Fence:

The fence is black and made of iron. It goes around the Church. Try to make an interesting fence. When it is finished, paint it black.

There were also instructions for building workers, a clockmaker, a constructor of doors and landscapist to recreate the natural environment.

People who were not working on this worked on the collage. Both activities were explained at the meeting.

For the collage, I hung a large brown piece of paper across the blackboard. It was called Chelsea by Class 302. The left side was Chelsea long ago, the right side was Chelsea now. In the center changes were occurring. Materials used were pictures from the Chelsea Clinton News anniversary issue for children who are afraid to write or draw, photographs of Chelsea long ago that the children would write about. On cards, I asked questions to elicit information about Chelsea long ago; we looked at our chart to review Chelsea now and children started to work. In this activity, children can work together or alone but the collage comes out as a group effort.

Lesson ended when we put materials away — on a shelf in the back — and hung the collage on the bulletin board so it can be continued throughout the project.

Follow Up:

We are using paper mache as the Church has come out to be a close replica of the real St. Peter's and the children are very proud of it. The collage has been hung where it can be worked on when new information is available or when the children are moved to add something.

This lesson took a great deal of work to prepare, but it worked beautifully. Children all had work to do that they could do, yet they were challenged and learning new information. Even those who added pictures (newspaper) to the collage learned and read before they put them up. The building constructors measured, moved and removed and did an excellent job. At lunchtime, no one wanted to stop work. That is very unusual.

Church and collage will be used as backdrop for drama.

Appendix C

CROSS-CULTURAL PERSPECTIVES ON CHILD REARING & SCHOOLING

by Claudia Lewis

READINGS

About Black Families, Living Styles, and Child Development

Young, Virginia Heyer. "Family & Childhood in a Southern Negro Community." *American Anthropologist,* Vol. 72, No. 2 April 1970, pp. 269-287.

370.15
S587c

Silverstein, Barry & Ronald Krate. *Children of the Dark Ghetto.* Praeger Publishers, 1975.

Home, street and school life in Harlem. Note last chapter's suggestions of recent changes.

301.412
R788w

Stack, Carol B. "Sex Roles and Survival Strategies in an Urban Black Community." In *Woman, Culture and Society.* Michelle Zimbalist Rosaldo & Louise Lamphere, eds. Stanford Univ. Press, 1974.

About ghetto life in Washington, D.C. See particularly Chap. 6, "Growing Up Male."

362.82
F198ai

Minuchin, Salvador and others. *Families of the Slums.* Basic Books, 1967.

Characteristics of some of the most impoverished and disorganized families, mainly Black and Puerto Rican. Chaps. 2, 5.

371.97
034m

Ogbu, John U. *Minority Education and Caste.* Academic Press, 1978.

Careful consideration of reasons for lower school performance of Blacks and other minorities. Valuable for sections on American Indians, Mexican-Americans, and Puerto Ricans; and cross-cultural studies of West Indians in Britain, Maoris in New Zealand, "Scheduled Castes" in India, Buraki Outcastes of Japan, and Oriental Jews in Israel.

(See critical appraisal of this book in *Amer. Anthropologist,* Vol. 81, No. 3, Sept. 1979, p. 694.)

301.421
S283b

Scanzoni, John H. *The Black Family in Modern Society.* Allyn & Bacon, 1971.

Careful report on 400 middle-class Black households in Indianapolis. In Chap. 8 some interesting comparisons with kibbutzim practices.

"Shatters many commonly held beliefs about urban black family life."

370.15
S587c

Silverstein, Barry & Ronald Krate. *Children of the Dark Ghetto.* Praeger Publishers, 1975.

Home, street and school life in Harlem. Note last chapters suggestions of recent changes.

301.412
R788w

Stack, Carol B. "Sex Roles and Survival Strategies in an Urban Black Community." In *Woman, Culture and Society.* Michelle Zimbalist Rosaldo & Louise Lamphere, eds. Stanford Univ. Press, 1974.

Black Family Styles in Relation to the Historical Past

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